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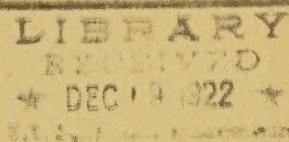
COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS

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BUILDING A LECTURE DEMONSTRATION

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The first step in building a lecture demonstration is a careful consideration of the purpose or purposes which we desire it to accomplish. The next step is a definite statement of these purposes.

There is a real danger that unless the lecture demonstration, with its easy appeal to the eye, has behind it a clear cut, compelling purpose, it may be allowed to degenerate into a mere "talking movie". The primary object of the lecture demonstration is not simply to hold the attention, it is not even to present a well thought out lesson that awakens intelligent interest in the problems or processes under discussion. The primary object of the demonstration is to coin such interest, once awakened, into action along some desired line. The real measure of its success will, therefore, not be the flawlessness of its technique, important as we concede technique to be. The real measure of its success will be the results which it brings about in the lives of the people who hear it. We must, therefore, not only scrutinize closely the purpose of the lecture demonstration to be sure that it is practical and worth while, but we must require from ourselves a clear cut definition of that purpose.

The lecture demonstration should not be regarded as necessarily complete in itself. Wherever practicable it should serve as the introduction to the home demonstration. By the home demonstration is meant the carrying out in the home over a definite period of time, of certain lines of action described and illustrated in the lecture demonstration. The home demonstrator



is thus the woman who is testing out a recommended line of procedure in her own home in order that she may secure its practical benefits for herself, and incidentally that these benefits may witness to her neighbors the wisdom of following her example.

Since the lecture demonstration includes both discussion and manipulation, and since its success depends largely upon their sequence; since also it is important that the speaker should from the first establish cordial relations with the audience, let us consider the building of the lecture demonstration under the following headings:

The discussion.

Illustrative material and literature.

The manipulation.

The finished plan.

The speaker and the audience.

#### THE DISCUSSION:

1. Make it simple. Decide which of the many possible teaching points are really essential to accomplish the purposes you have outlined. Omit all others. If the discussion covers too much ground, the audience receives a confused and hazy impression that defeats the purpose of the lesson. Better half a dozen points clearly grasped and acted upon than half a hundred heard and forgotten.



2. Emphasize the psychological points. In giving the same lecture demonstration to different audiences, it may be desirable to lay the main emphasis on quite different teaching points, subordinating the others. Take for example, a lecture demonstration whose purpose is to stimulate the consumption of cottage cheese, in order (1) to absorb a valuable dairy by-product, (2) to effect a saving of meats needed for export, and (3) to make possible a balanced dietary at a reduced cost. With one audience, it might be effective to lay the main stress on the saving possible, with another, on the improvement of the diet, while a third might respond more readily to the patriotic appeal.
3. State your argument. Put down in writing, in terse sentences, the main points of the discussion. This requires you to crystallize your ideas and to find words to express them accurately, and makes for ease and for a clear cut and well worded presentation when you face your audience.
4. Summarize. Drive home each point by summarizing it before passing on to the next. Make a brief and effective summary of the main points, with appropriate recommendations, at the close of the lesson.
5. Keep the lesson concrete. Learn to see things in pictures yourself, and to make the audience see them the same way. Make your points "stick" by using effective figures of speech, and apt comparisons drawn from the life experience of the audience. Return to the main point of the discussion, emphasizing it from different angles and showing it in different lights.



6. Dilute your discussion and lighten it up with apt, brief anecdotes that point your arguments. Those with a personal tinge are always effective.
7. Use illustrative material. Simple diagrams, charts, and exhibit material are valuable because they picture relationships concretely. Effective charts may often be made at home on heavy muslin or brown paper. A small rolling blackboard enables one to make rough sketches to illustrate the points under discussion. Make it a point to call attention to charts and exhibit material, explaining them where necessary.
8. Leave a permanent record with each person in the audience, in the form of a copy of the recipes used and the main points of the discussion. Do not pass out literature without explaining what it is good for and how it should be used.
9. Keep in mind the home demonstration and at the psychological moment explain briefly and clearly what its advantages are and how it may be conducted, and ask for volunteers. Have ready typed instructions for carrying on the home demonstration and secure the names and addresses of the volunteers. If you are not to return periodically appoint a local chairman or committee to forward the reports of the home demonstrators to you.

#### THE MANIPULATION:

Skillful manipulation -- the actual handling of materials and

such cases before the defendant might be allowed to speak.

Defence may argue damages should be limited to the amount of the evidence presented, and accused similarly may limit the amount to that set by statute or decide to accept whatever figure defence presents. If the accused agrees to accept whatever figure defence presents, it is difficult to argue a lesser sum at the same time, as it would be unfair to accuse a party of accepting a figure which is less than the amount set by statute. In today's litigious age, it is common for a party to accept a figure set by one party and then have a right off to prove a higher figure. This practice generates unnecessary costs and can be avoided if both parties agree to a figure which is acceptable to both. It is also important to note that the outcome of the litigation will depend on the parties' ability to prove their case. For example, if the plaintiff has failed to prove his case, he may be liable for costs, which could result in significant financial loss.

The defendant may also argue that the plaintiff has failed to prove his case, which could result in significant financial loss.

of utensils - is as important an element in the success of the lecture demonstration as is clear and simple discussion.

1. Make it deft and sure. Become so familiar with every step in every process that there is no room for the unexpected, and that the handling becomes practically automatic, setting free a large share of your attention for your audience. This means trying out all recipes thoroughly, and then practising the demonstration. Laying out all supplies and equipment ready to hand makes for swiftness and certainty.
2. Make it clear and obvious. Show clearly all the steps that contribute directly to the object of the lesson. A safe rule is to emphasize all steps that have teaching points and to subordinate all others, getting as much of the unessential preparation out of the way before the lecture as possible.  
Do your work in full view of your audience. See to it that no bowls or other utensils prevent their seeing any step in the manipulation. Do not hesitate to hold objects up to view when necessary or to carry dishes through the audience to show how they look at some particular stage of their preparation.
3. Make it neat. The teacher and the equipment present a stage picture. Make and keep its composition as effective as possible. Keep a small clear work space. Keep utensils in order within this space. Use a utensil plate. An oblong pan is better than a round one for this purpose. Get soiled dishes out of sight as soon as possible. Provide an effective setting for completed dishes.



4. Make it brisk. The lecture demonstration should not give an impression of hurry or of tension, but the audience should have a sense of orderly progress and should grasp the sequence of the steps. It is a mistake to be preparing so many dishes at one time that the audience gets confused, or to hold back the making of a dish by long drawn out explanations, so that the listeners grow uneasy.
5. Planning and practice are necessary if the manipulation is to have all these desirable qualities. Make lists of all supplies and equipment needed. Prepare a complete list of supplies or equipment to be furnished locally and send or give it to the person in charge of local arrangements. List the operations that should be done before the demonstration, as for example hard cooking and chopping eggs, washing lettuce and the like. Subdivide the preparation of each dish into steps; visualize each step that will be done in the demonstration and estimate how long it should take to perform it. For people who do not visualize readily, it may be well to prepare a "stage-setting-plan", with lists or diagrams showing the position at the beginning of the demonstration, of utensils, supplies, and already prepared food. Such lists are especially useful when local help is offered in preparing for a demonstration, and they are invaluable when volunteer workers are being trained to repeat a type demonstration.

The FINISHED PLAN:

The finished plan includes both discussion and manipulation, so nicely selected and fitted together that neither interferes with or



detracts from the other, but, on the contrary, each accentuates and sets off the other.

In blocking out the plan, it is helpful to divide a page in half lengthwise, and to set down on opposite sides of the dividing line the steps in the manipulation and the discussion as you intend them to follow each other. Set down after each step the number of minutes you estimate should be required for it. Allow time for summarizing and for questions. Allow a little more time than you think will actually be needed.

Using this tentative plan, actually rehearse the demonstration, and modify the plan where necessary. Rehearse the modified plan, or go through it several times in imagination, so that the sequence will become clearly fixed in your mind. Only such familiarity with discussion, processes, and sequence will free the inexperienced demonstrator from self consciousness and enable her to give the necessary attention to her audience.

#### The Speaker and the Audience.

The speaker's appearance, voice, and manner greatly influence the success of the demonstration.

1. Study to present a pleasing appearance. You are the dominant feature of the stage picture. Let your costume be appropriate, simple, and daintily fresh, and your hair neatly arranged.
2. Make your voice a pleasant sound to listen to. Avoid strained, anxious, or strident tones. Speak simply and frankly,
3. Make yourself clearly heard. You can do this more surely by speaking clearly and without haste, than you can by raising the



voice. Consider the acoustic properties of the room in choosing the place for your demonstrating table.

4. Let your manner be courteous and friendly. Make your audience feel that you are open minded and that you appreciate their experience and their point of view. Encourage people to ask relevant questions, and be sure to answer them fully and with evident interest. If inappropriate questions are asked, tactfully put off answering them until the proper time comes.

5. Keep your audience comfortable. Arrange the seats so they do not face unshaded windows; regulate ventilation and temperature as far as you can. See that hats are removed. Watch for signs of uneasiness or of mental weariness. During a long demonstration, give an intermission; if possible persuade the people to move about so that windows can be opened; if not, let the audience chat for a few moments.

6. Conduct your lecture demonstration single handed, wherever possible. The presence of an assistant in uniform tends to create the impression that the process is too difficult for a busy woman to attempt, or else that you yourself are not a very competent person. It is better to pick out a volunteer assistant from among the local women if you must have help at any stage of the demonstration; but you will invariably find that she attracts more attention for the time being than does the lesson itself.

7. Close the demonstration with a taste of each dish that you have prepared. This makes it more possible for the women to reproduce the dishes successfully at home, and much more likely that they will try to do so. If it is not possible for the

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audience to taste the dishes, they should at least see the inside as well as the outside in the final form.

With a large audience call for volunteers to help serve the dishes and pass samples.

8. If you can conveniently arrange for someone to help, do not wash your own dishes after the demonstration if you are carrying a heavy schedule. Time and attention are usually better invested in answering questions. If you are staying several days in a place, if possible, engage someone to do the clearing up and pay her for the service. If a single demonstration is being given, an appeal for assistance usually brings ready volunteers.

